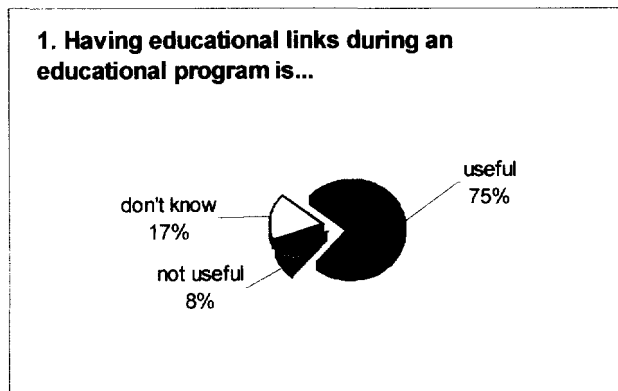


- The majority of participants cited that teachers “never” assigned educational programming as part of homework, though educational programs across all groups were cited as “useful”. Moreover, in reflecting on their experience, the majority of older participants indicated that they had benefited from viewing educational programming in their younger years.

## KEY SCENARIO FINDINGS

Commercial interactive links during programming held special appeal for the majority of the youth. While able to discern the value of interactive educational links, the lure of commercial content over educational content proved powerful for all but the oldest of the youth. Even with the older youth, the availability of interactive commercial content was shown to be a factor in determining whether they would watch a particular program.

### Scenario A – E/I Program with Educational Interactive Links

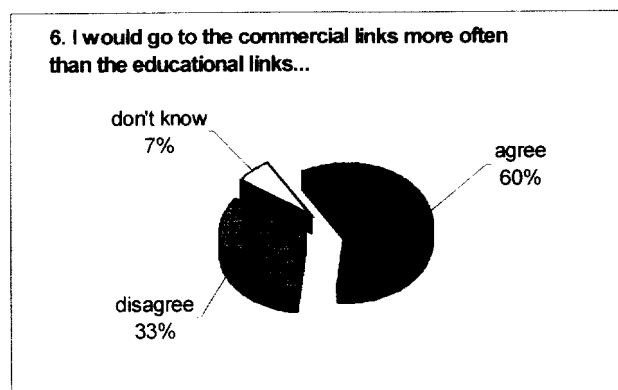


- The majority of all groups (75%) found the idea of having educational links designed to enhance E/I programming “useful”.

- Chief differences across groups merely amounted to the number of occasions that they would access these types of links with younger participants indicating “a lot” and older participants indicating occasional use.

- All groups tended to cite that E/I program viewing would increase if it were to have educational links.

### Scenario B –E/I Program with Interactive Educational Links and Commercial Links



- With the addition of commercial links to an E/I program, Group 1 and Group 2 cited that they would “click through” to commercial sites more often than to the educational sites being offered.

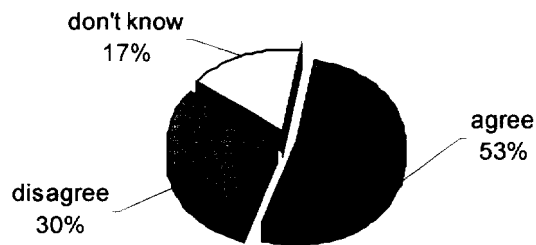
- Though the majority of youth in Groups 1 and 2 cited commercial links as useful (desirable), only Group 1, the youngest participants, unanimously indicated that they would click through to advertisements rather than educational sites.

- Older youth, in Groups 2 and 3, tended to identify commercial links as a distraction during educational programming, but, nonetheless, indicated that they would still click through them to access commercial sites. Only among the oldest participants, Group 3, did the majority cite that they would not necessarily click through to commercial sites more often than to educational sites.

- Despite an overwhelming enthusiasm for the commercial links, all groups cited that they would watch the E/I program even if there were only educational links (no commercial links). However, especially among the older participants in Groups 2 and 3, there was a definite increase in the number of “don’t knows” suggesting that the availability of commercial links might be a determining factor in choosing to watch an E/I program with interactive educational links.

### Scenario C –Prime Time Show with Interactive Commercial Links and Educational Links

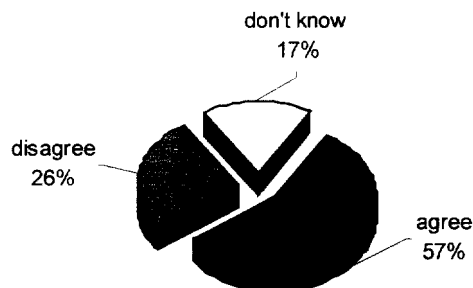
10. I would go to the commercial link more often than the ed/info links...



- During youth-oriented prime time viewing where there were commercials links and related program links that could be classified as “educational” (social/cognitive development), the older student groups were nearly evenly split in making a determination as to whether they would visit commercial links more often than these types of educational links.

- Younger participants indicated nearly unanimously that they would visit commercial links more often.
- However, the majority of all groups, in citing their top 3 links to “click through to”, did indicate *chat rooms*, *program and episode guides*, and *the related information* links (classified as educational in the scenario) along with their choices for commercial content sites. The tendency to select these types of educational links was strongest in the oldest participants.

12. Parents should be able to block out this commercial...



- When asked if parents should somehow be able to block out an age-inappropriate movie advertisement appearing this scenario, the majority of youth indicated that they should.

## GROUP SPECIFIC OBSERVATION AND FEEDBACK

### Group 1 – Ages 7 - 11

- Youth found educational links designed to enhance an E/I program useful and said they would visit those links often. However, when general advertising links were combined with educational links during an E/I program, youth said they would overwhelmingly “click through” to advertising information more often rather than educational links.
- The majority of youth cited that they would watch an E/I program even if it had no commercial links
- The majority of youth cited that they would watch an E/I program more often if it featured educational links and the majority felt their parents would prefer they watch an E/I program with educational links.
- During youth-oriented prime time viewing where there were commercial links and links that could be classified as “educational” (*moderated chat rooms, episode and program guides, related topics*), the majority of youth cited that they would visit commercial sites more often. However, nearly half of these youth also listed among their top links the *chat room* and *program info*. In addition, the majority of youth noted that if parents were somehow able to block access to general commercial sites, they would still view the program.

### Group 2 – Ages 12 - 15

- The majority of youth found educational links designed to enhance an E/I program “useful” but would visit those links only on occasion. When general advertising links were combined with educational links during an E/I program, the majority of youth would “click through” to advertising information more often than educational links.
- Youth split evenly on whether commercial links on an E/I program would be useful or distracting. However, the majority of youth cited that they would visit commercial links on an E/I program more often than educational links.
- The majority of youth said that they would not watch or did not know if they would watch E/I programming more often if it only featured E/I links. The majority felt their parents “would not care” if they watched an E/I program with educational links.
- During youth-oriented prime time viewing where there were commercial links and links that could be classified as “educational” (*moderated chat rooms, episode and program guides, related topics*), the majority of youth split nearly evenly on whether they would visit commercial sites more often than educational links. However, nearly half of these youth did also list the *chat room, program guide, episode guide* and *related information* among their top links to visit.

### Group 3 – Ages 15 - 18

- The majority of youth found educational links designed to enhance an E/I program useful but said they would visit those links only on occasion. When general advertising links were combined with educational links during an E/I program, the majority of youth would not “click through” to advertising information more often than to educational links.
- Youth split nearly evenly on whether commercial links on an E/I program would be a distraction; some said it would and others did not know. Only one youth cited commercial links on E/I programming as useful.
- The majority of youth said that they did not know if they would watch E/I programming more often if it featured educational links. Most felt parents would “really want” youth to watch an E/I program with educational links.

- During youth-oriented prime time viewing where there were commercial links and links that could be classified as “educational” (*moderated chat rooms, episode and program guides, related topics*), the youth split nearly evenly on whether they would visit commercial sites more often than educational links. However, the majority of youth did list *the chat room, program guide, episode guide* and *related information* among the links they would most want to visit.

## SCENARIO RESULTS

Group 1 - Plugged In = 8 participants

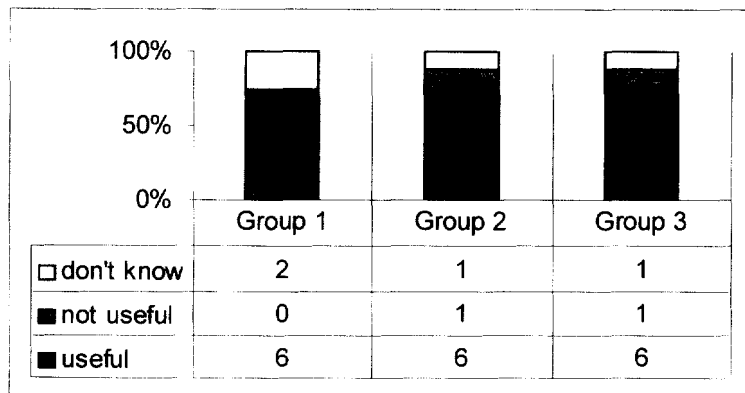
Group 2 - Youth in Action = 9 participants

Group 3 - Zeum = 8 participants

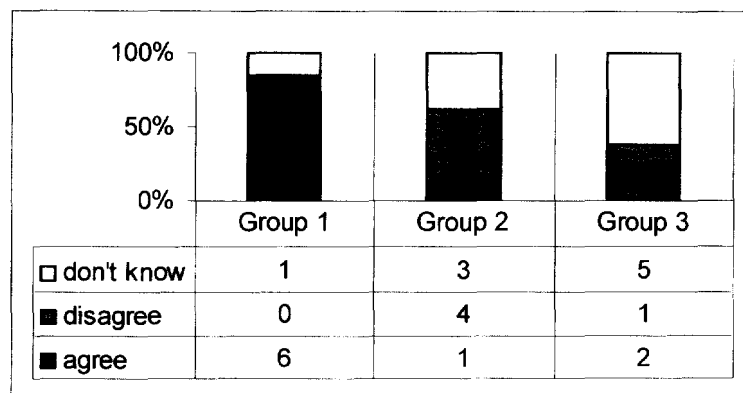
### SCENARIO A

The program presented is an educational program. The program only features links to educational/informational web sites.

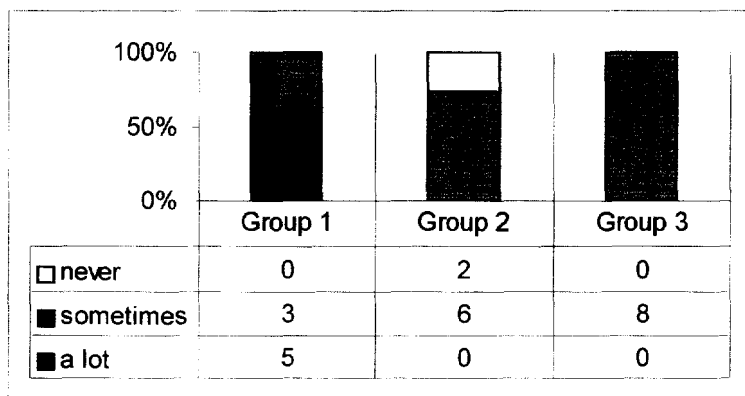
1. I think having educational links is:



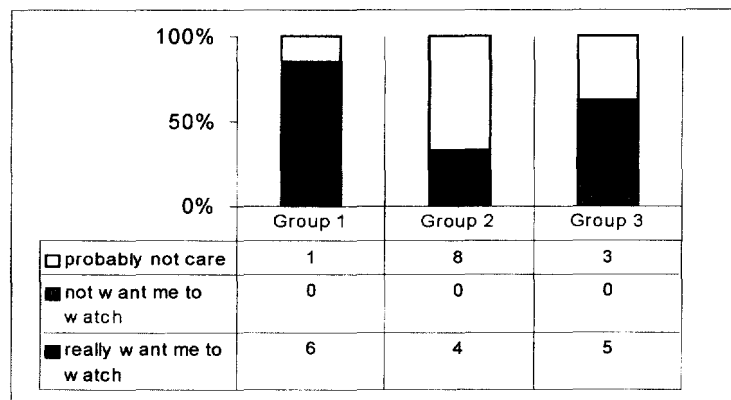
3. I would watch the show more often if it had educational links.



2. I would go to the educational sites:



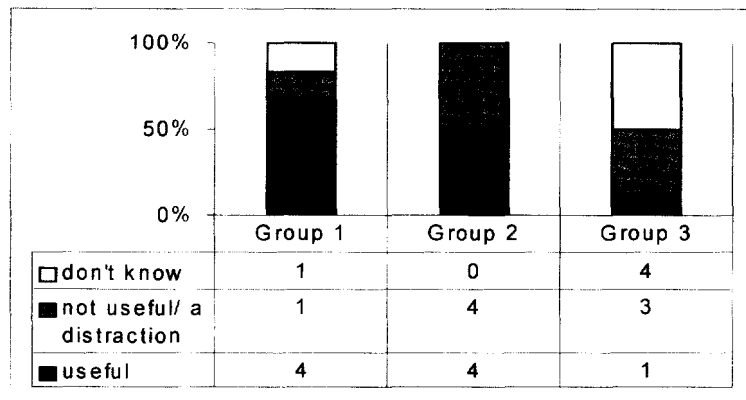
4. If a show had educational links, parents would:



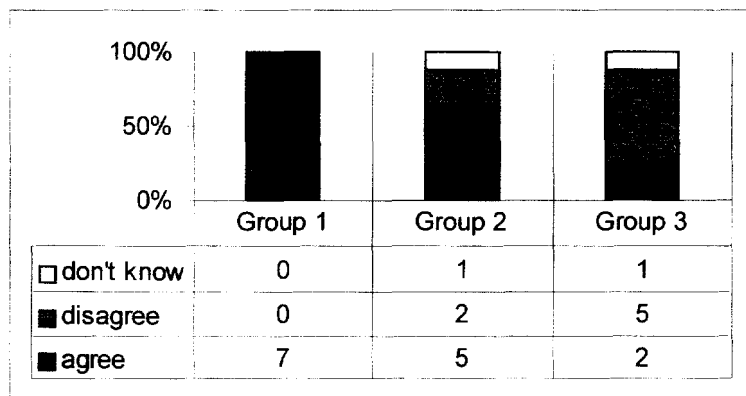
## SCENARIO B

The educational program presented features links to educational/informational web sites but it also features links to commercial sites and promotions for other educational programs.

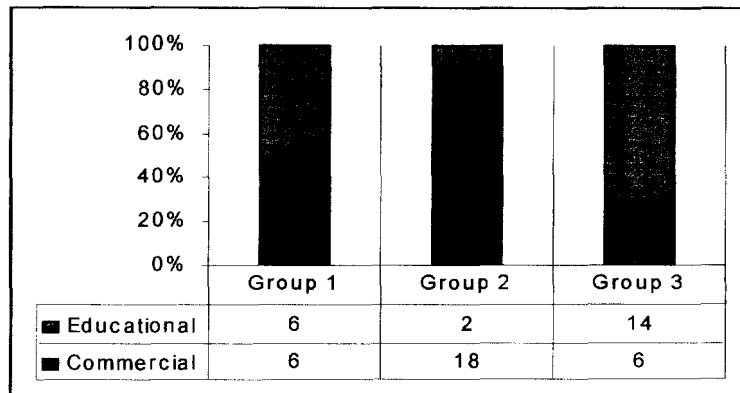
5. I think the links to commercial web sites are:



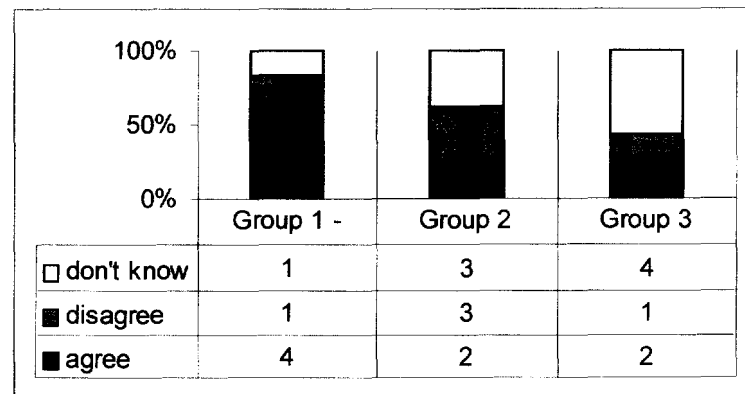
6. I would go to the commercial links more often than the educational/informational links:



7. During this program, the first three links I would go to are:



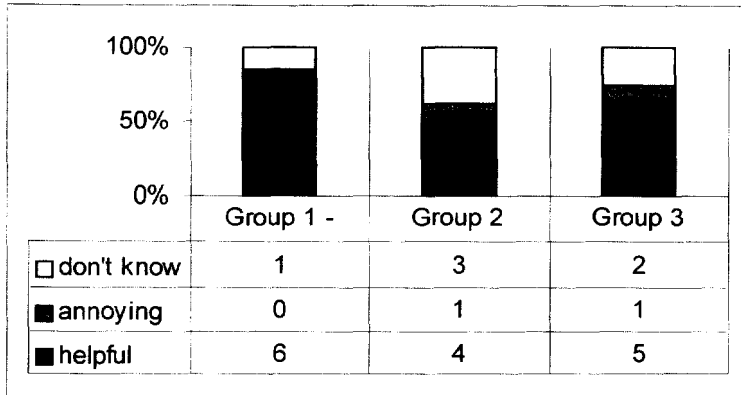
8. If there were no commercial web sites linked to this program I would still watch it.



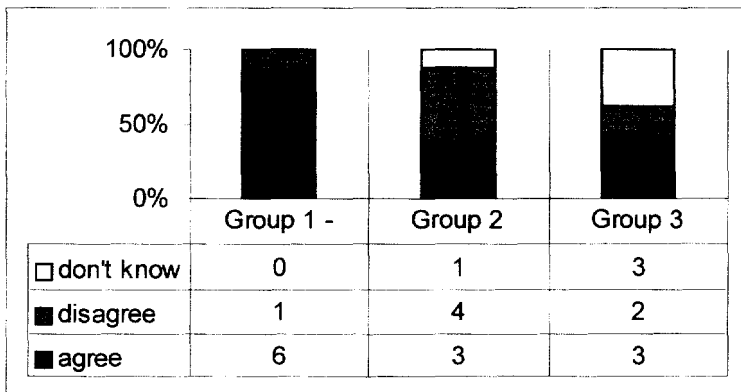
## SCENARIO C

The show presented is a regular primetime show. The program features links to educational information and to commercial web sites.

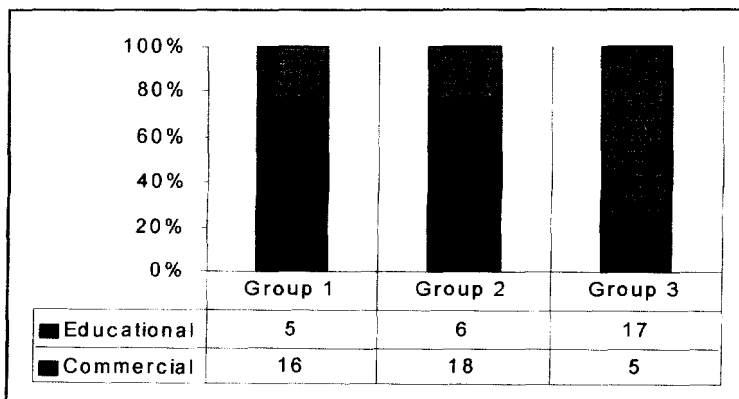
9. I think the links to commercial web sites are:



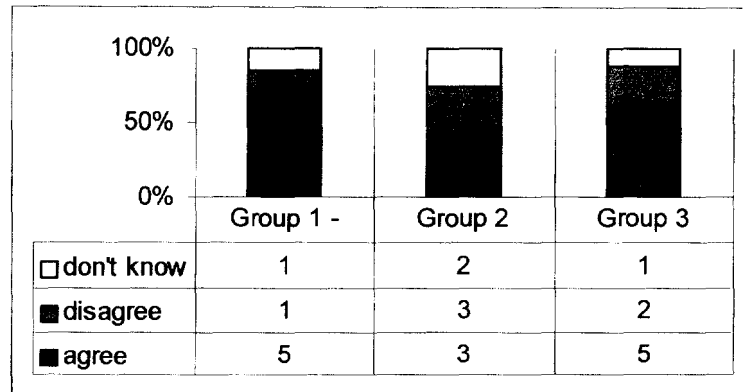
10. I would go to the commercial links more often than to the educational/informational links:



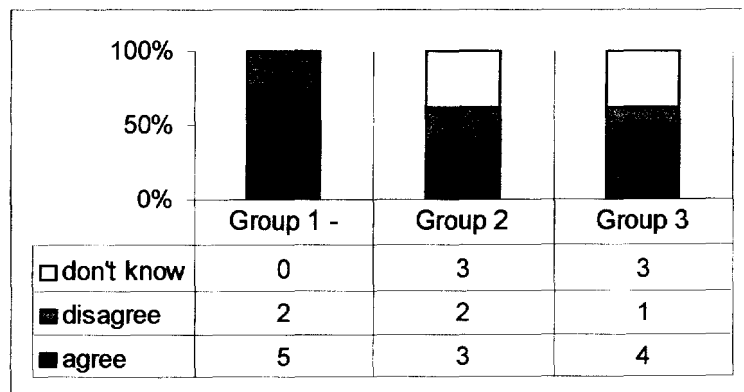
11. During this program, the first three links I would go to are:

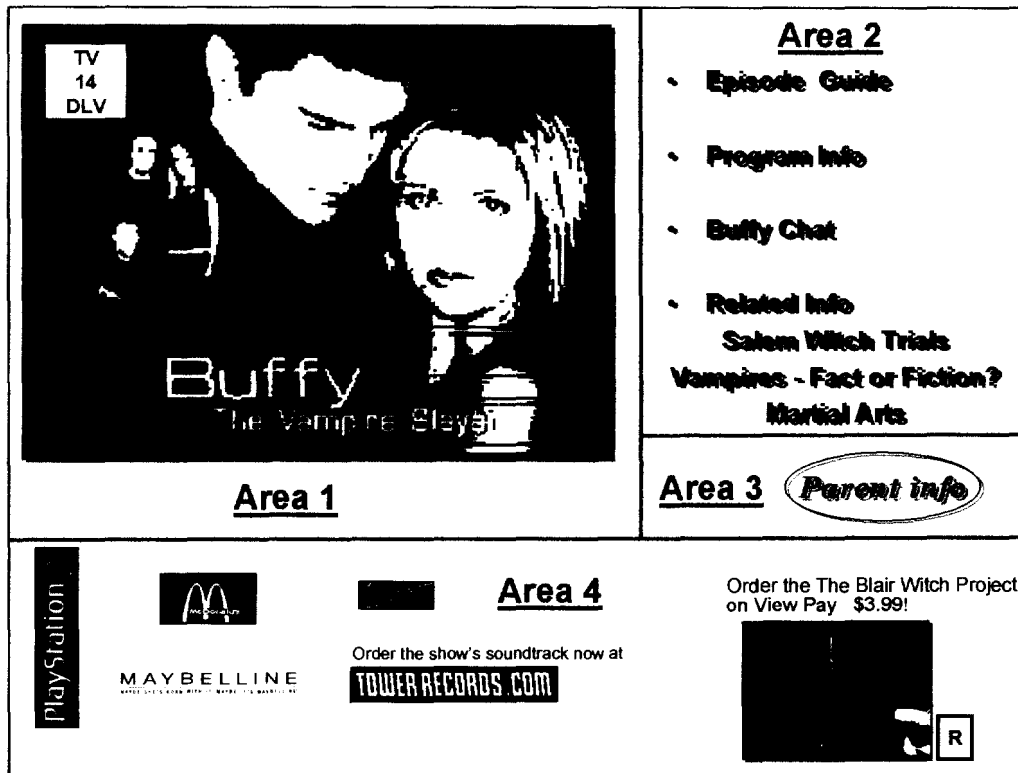


12. The show in Scenario C is rated TV-G/TV-14 but the movie being promoted during the show is rated PG-13/R. Parents should have the option to block out this commercial.



13. If parents blocked commercial web sites from this program, youth would still watch it.



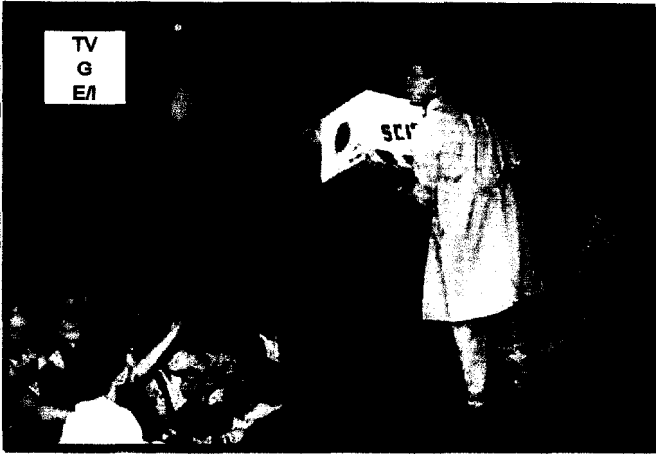



- Each Scenario is divided in four areas:
  - Area 1** -Televised Educational/Informational or Commercial Program
  - Area 2** -Program Interactive Links
  - Area 3** -Information Links For Parents, Teachers and/or Students
  - Area 4** -Commercial Advertisements and Promotional Links
- Students were told that items such as *episode guide*, *commercial logos*, or *parent's info* represented “clickable” links to web-like Internet content.
- In order to increase engagement, two content versions of each scenario were developed based on the group’s age level.
  - Version A – Group 1
  - Version B – Groups 2 & 3







## SCENARIO A

Version A



- **Program Guide**
- **Ask Will Whye !!!**
- **Daily Demo**
- **Demo in Da'House**
- **Demo in Da'Yard**
- **LabCam**
- **Find a Science Museum in Your Area**



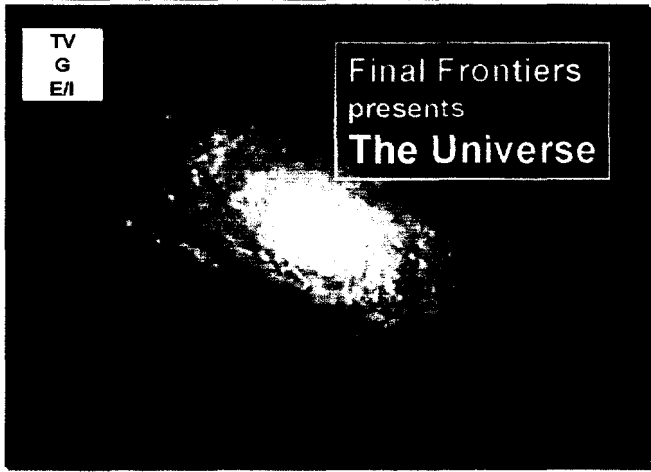

*HomeworkNet*

*Parent info*




*Teacher info*

**Digestion**      **Flight**      **Gravity**

Version B



- **Program Guide**
- **Astronomy Chat**
- **Daily Demo**
- **SkyCam**
- **Find a Science Museum in Your Area**



*HomeworkNet*

*Parent info*


*Teacher info*

**Mysteries of Egypt**      **The Mountain**      **The Rain Forest**

## SCENARIO B


Version A

TV  
G  
E/I





- Program Guide
- Ask Will Whye !!!
- Daily Demo
- Demo in Da'House
- Demo in Da'Yard
- LabCam
- Find a Science Museum in Your Area

PlayStation



**MAYBELLINE**  
MAYBELLINE COSMETICS - NEW YORK, NY





HomeworkNet


Parent info

Teacher info

Version B


TV  
G  
E/I

Final Frontiers  
presents  
**The Universe**





- Program Guide
- Astronomy Chat
- Daily Demo
- SkyCam
- Find a Science Museum in Your Area

PlayStation



**MAYBELLINE**  
MAYBELLINE COSMETICS - NEW YORK, NY






HomeworkNet

Parent info

Teacher info

TV  
G



**The Famous Jett Jackson**

© Alliance Atlantis Communications Ltd.


- **Episode Guide**
- **Program Info**
- **JJ Chat**
- **Related Info**
  - Real-life Detectives
  - Martial Arts
  - Acting for Television

*Parent info*

PlayStation


**MAYBELLINE**  
MAYBE THE BEST TV SHOW EVER

Order the show's  
**VIDEO COLLECTION**




at

Order the  
on View Pay \$3.99!



PG-13

TV  
14  
DLV



**Buffy**  
*the Vampire Slayer*


- **Episode Guide**
- **Program Info**
- **Buffy Chat**
- **Related Info**
  - Salem Witch Trials
  - Vampires - Fact or Fiction?
  - Martial Arts

*Parent info*

PlayStation


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MAYBE THE BEST TV SHOW EVER

Order the show's  
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Order the  
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